

## 101 North Carolina General Rubric for Reading and Social Studies

*Source:* North Carolina Department of Public Instruction

<b>Subjects:</b>	<i>Reading</i> <i>Social studies</i>	<b># of scales</b>	<i>1</i>
<b>Grade(s)</b>	<i>3-8</i>	<b>Scale length</b>	<i>4</i>

### **Holistic Scale**

- 3** Answer addresses most aspects of the question and uses sound reasons and cites and explains appropriate examples. Uses skills of evaluation as well as analysis and synthesis.
- 2** Answer deals with most aspects of the question and makes correct inferences, although minor errors may exist. Comprehension is on an inferential level and the key skills are synthesis and analysis.
- 1** Answer deals with material on a concrete, literal level that is accurate in most dimensions.
- 0** Answer is unresponsive, unrelated or inappropriate.

**Note:** Scale points are defined in more detail for each test question. For example, a social studies question that asks the student to draw conclusions about a table comparing information from several countries is scored as follows:

- 3** Response draws logical, clear conclusions which are somewhat developed.
- 2** Response draws some conclusions but may be brief, somewhat lacking in clarity, or have minor errors in logic.
- 1** Response draws at least one conclusion but it may be sparse or confusing.
- 0** Response draws no conclusion or is appropriate or unrelated to the task.

## 102 California Reading Scoring Guide (page 1 of 3)

Source: California Department of Education

<b>Subject</b>	<i>Reading</i>	<b># of scales</b>	<i>1</i>
<b>Grades</b>	<i>4 and above</i>	<b>Scale length</b>	<i>6</i>

### **Holistic Scale**

#### **6 Exemplary Reading Performance**

*An exemplary reading performance is insightful, discerning, and perceptive as the reader constructs and reflects on meaning in a text. Readers at this level are sensitive to linguistic, structural, cultural, and psychological nuances and complexities. They fill in gaps in a text, making plausible assumptions about unstated causes or motivations, or drawing meaning from subtle cues. They differentiate between literal and figurative meanings. They recognize real or seeming contradictions, exploring possibilities for their resolution or tolerating ambiguities. They demonstrate their understanding of the whole work as well as an awareness of how the parts work together to create the whole.*

*Readers achieving score point six develop connections with and among texts. They connect their understanding of the text not only to their own ideas, experience and knowledge, but to their history as participants in a culture or larger community, often making connections to other texts or other works of art. Exceptional readers draw on evidence from the text to generate, validate, expand, and reflect on their own ideas.*

*These readers take risks. They entertain challenging ideas and explore multiple possibilities of meaning as they read, grounding these meanings in their acute perceptions of textual and cultural complexities. They often revise their understanding of a text as they re-read and as additional information or insight becomes available to them. They sometimes articulate a newly developed level of understanding.*

*Readers demonstrating a score point six performance challenge the text. They carry on an internal dialogue with the writer, raising questions, taking exception, agreeing, disagreeing, appreciating or objecting to text features. They may test the validity of the author's ideas, information, and/or logic by considering the authority of the author and the nature and quality of the author's source(s). They frequently suggest ways of rewriting the text, speculating about the ideology or cultural or historical biases that seem to inform a text, speculating about the ideology or cultural or historical biases that seem to inform a text, sometimes recognizing and embracing and sometimes resisting the ideological position that a text seems to construct for its reader.*

#### **5 Discerning Reading Performance**

*A reading performance at score point five is discerning, thorough, and perceptive, but will probably show somewhat less insight or sensitivity to nuances and complexities of text than an exemplary reading. These readers are able to fill in gaps in a text, making plausible assumptions from subtle cues; but they*

(cont'd.)

## 102 California Reading Scoring Guide (page 2 of 3)

**Source:** California Department of Education

engage in these operations with less acuteness of vision than more expert readers. They recognize and differentiate between literal and figurative meanings. They recognize real or seeming contradictions, exploring possibilities for their resolution or tolerating ambiguities. They demonstrate their understanding of the whole work as well as an awareness of how the parts work together to create the whole.

*These readers may explore multiple possibilities of meaning.* While they may form firm interpretations early in their reading, they are open to revising their ideas as additional information or insight becomes available to them. They sometimes articulate newly developed levels of understanding.

*Readers at this level challenge the text.* They pose questions, postulate answers, take exception, agree, disagree, speculate; however, the questions and/or issues they raise may not be as insightful or perceptive as those of the reader demonstrating an exemplary reading.

### 4 **Thoughtful Reading Performance**

*Readers at score point four construct a thoughtful and plausible interpretation of a text.* They fill in some gaps in a text, making assumptions about unstated causes or motivations or drawing meaning from cues in the text. They usually differentiate between literal and figurative meanings. They may recognize real or seeming contradictions, but are sometimes distracted by these contradictions and by ambiguities. They demonstrate their understanding of the whole work.

*Readers achieving score point four develop connections within and among texts.* They usually connect their understanding of the text to their own experience and knowledge and sometimes to other texts. When directed, these readers may generate, validate, expand and/or reflect on their ideas about the text, but with less depth than in a score point five or six response. These readers tend to paraphrase or retell, often thoroughly and purposefully. They also see, however, a more general significance in or wider application of the literal facts of the text.

*These readers, while confident, rarely take risks.* They accept the text without exploring multiple possibilities of meaning. They tend to present their understanding of a text as fixed and rarely revise their interpretation as they re-read and as additional information becomes available.

*Readers demonstrating this level of reading performance sometimes challenge or question the text.* They may raise questions and may agree or disagree without explaining their reactions.

(cont'd.)

## 102 California Reading Scoring Guide (page 3 of 3)

Source: California Department of Education

### 3 Literal Reading Performance

*Students performing at score point three are literal readers, constructing a plausible but superficial interpretation of a text. They show little sensitivity to nuances and complexities.*

*These readers develop few or no connections with or among texts. Sometimes they connect the text associatively with personal experience, but the connection is generally superficial and unexamined.*

*Score point three readers are not risk takers. They show little tolerance for textual difficulties or lack of closure. Confronted by textual complexity, they are inclined to ignore the difficulties. Their reading process tends not to be recursive: having made some initial sense of the text, they are inclined to retain their view without testing or revising it.*

*Readers at the score point three level of reading performance rarely challenge the text or carry on an internal dialogue with the writer. If they raise questions at all the questions will be largely unproductive expressions of frustration or low level inquiries (i.e., about word meanings). Any expressed appreciations or criticisms are likely to be simplistic.*

### 2 Limited Reading Performance

*A limited reading performance indicates that readers at score point two construct partial and reductive meanings for a text. Responses of some readers suggest that they may not have been able to read the whole text. Others are unable to see the text as a whole and tend to focus on one or two ideas or segments of the text.*

*Readers within this range of performance develop few or no connections with texts. They may, as they recognize some idea, continue to write or draw, but their responses will appear to have only a tangential relevance to the text.*

*These readers seldom ask questions of a text or offer meaningful evaluations of what they read. They tend to abandon or become entangled in difficult sections of a text.*

### 1 Minimal Reading Performance

*In a minimal reading performance, the reader appears to understand and respond only to an individual word, title, and/or phrase but not to respond in ways that demonstrate even a rudimentary understanding of how these words relate to text ideas.*

*Any connections such readers may make to their own experience will appear in the form of words or drawings that have textual associations only to an isolated word or phrase.*

*Level-one reader responses suggest that these students engage in reading largely as an act of decoding rather than as a process of making coherent meaning.*

## 103 Kentucky Open-Ended Scoring Guide for Reading

Source:

Kentucky

Department

of

### **Holistic Scale**

- 4** ■ Addresses all important aspects of the question.
- Demonstrates in-depth understanding of important information.
- Relates information to prior knowledge in a relevant manner.
- Offers interpretations, evaluations, or extensions (generalizations, applications, analogies).
- 3** ■ Addresses most important aspects of the question.
- Demonstrates understanding of important information; less important ideas or details may be overlooked or misunderstood.
- 2** ■ Addresses some aspects of the question.
- Understands some important information from passage, but gaps are evident.
- 1** ■ Totally irrelevant or totally wrong.
- 0** ■ Blank/no response

**Note:** Scale points are defined in greater detail for each test question.

## 104 Story Retelling Scoring Guide

**Source:** Lorrie Shepard, University of Colorado, Boulder, Colorado

<b>Subject:</b>	<i>Reading</i>	<b># of scales:</b>	<i>1</i>
<b>Grade(s):</b>	<i>3</i>	<b>Scale length:</b>	<i>4</i>

**Note:** This rubric may also be used to rate listening skills if the story is read to the student.

### **Holistic Scale**

**4**      **Thorough Understanding**

Accurate recall of story events.  
All elements present.  
Sentences are well organized.

**Example:**      Gregory discovered a burned building behind his house. He found chalk while sweeping the floor. The building was an old chalk factory. Gregory used the chalk to draw on the burned walls.

**3**      **Solid Understanding**

Accurate recall of story events with possible omission of one key element.

**Example:**      Gregory found an old chalk factory that was burnt down. And he found some chalk and drew on the walls with the chalk.

**2**      **Some Understanding**

Some recall of story events with omission of one or more key elements.

**Example:**      He found a chalk factory and chalk and writes on the wall. He will have wrote all over the factory. He writes on the wall.

**1**      **Little or Inaccurate Understanding**

Confusion of story events and/or inability to tell what happened.

**Example:**      My mother said to sweep the floor when I swept the floor I saw a little white flake of chalk. I go to another place with chalk and kept going to other places. I liked it because it was interesting.

## **105 Norwood Park Draft Reading Log Rubric**

**Source:** Faculty of Norwood Park Elementary School, Chicago, Illinois

<b>Subject:</b>	<i>Reading</i>	<b># of scales:</b>	<i>4</i>
<b>Grade(s):</b>	<i>K-8</i>	<b>Scale length</b>	<i>4</i>

### **Scale I: Frequency of Independent Reading**

**Distinguished** Daily reading for extended periods.

**Proficient** Reads most days.

**Apprentice** Occasionally reads.

**Novice** Seldom reads.

### **Scale II: Difficulty Level of Books Selected**

**Distinguished** Reads at and beyond student's independent level.

**Proficient** Reads at independent level.

**Apprentice** Reads at and below independent level.

**Novice** Reads below independent level.

### **Scale III: Variety of Genres Represented**

**Distinguished** Sampling of books from different genres.

**Proficient** Willingness to try books from different genres.

**Apprentice** Little experimentation with genres.

**Novice** Little or no experimentation with genres.

### **Scale IV: Completion of Books Started**

**Distinguished** Completes most of the books initiated; completion of class and group books.

**Proficient** Completes many of the books initiated; completion of class and group books.

**Apprentice** Completes less than half of books initiated; completes some of class and group books.

**Novice** Fails to complete many class and group books.

## 106 Juneau Primary Reading Continuum (page 1 of 3)

Source: Juneau, Alaska School District, 1992.

Subject:	Reading	# of scales	3
Grade(s):	primary	Scale length:	5

### **Scale I: Comprehension**

**Independent** Reads books with long descriptions, challenging vocabulary (illustrations provide very little or not support) and demonstrates understanding in most of the following ways:

- Remembers sequence of events
- Summarizes story
- Predicts what will happen next
- Backs up statements with proof from reading
- Connects and builds to draw conclusions
- Uses prior knowledge to form an opinion
- Connects experiences with reading
- Evaluates/judges characters, authors, books

Verbally responds to literature in depth and is beginning to shift this ability to writing

**Expanding** Reads books with long descriptions, challenging vocabulary (illustrations provide low support); and demonstrates understanding in several of the following ways:

- Remembers sequence of events
- Summarizes story
- Predicts what will happen next
- Backs up statements with proof from reading
- Connects and builds to draw conclusions
- Uses prior knowledge to form an opinion
- Connects experiences with reading

**Developing** Reads books with varied sentence patterns (illustrations provide a moderate amount of support); and demonstrates understanding in a few of the following ways:

- Recounts sequence of events
- Summarizes story
- Predicts what will happen next
- Backs up statements with proof from reading
- Connects experiences with reading

**Beginning** Reads simple books in which text is repeated (illustrations provide a lot of support); and demonstrates understanding in the following ways:

- Recalls random details
- Recognizes when the reading isn't making sense
- Shows understanding that print carries meaning



## **106 Juneau Primary Reading Continuum (page 2 of 3)**

*Source:* Juneau, Alaska School District, 1992

- Emergent** Relies on memory for reading:
- Responds to stories
  - May label pictures
  - May tell a story from pictures using oral language
  - May pretend to read
  - May invent text with book language
  - Focuses on pictures for meaning rather than print

### **Scale II: Skills/Strategies**

- Independent**
- Self corrects automatically
  - Confidently reads a story with appropriate expression
  - Follows written multi-step directions
  - Begins to ask questions about the structure of language
- Expanding**
- Uses a variety of ways to cross check and self correct
  - Begins to read orally with expression and with appropriate pauses
  - Knows the meaning of quotation marks and commas
  - Follows two step written directions
- Developing**
- Increases and refines use of context, language, and/or phonics cues, and begins to use cross checking to self correct
  - Begins to pause at appropriate places when reading orally
  - Knows the meaning of a period, question mark and exclamation mark
  - Follows single step written instructions
- Beginning**
- Recognizes that letters carry sounds
  - Begins to use context, grammatical, and/or phonics cues and cross checks with pictures
  - Matches words spoken to words in print
  - Locates a known word
  - Understands concepts about print, e.g., directionality, sentence, word, letter, space, beginning, end
- Emergent**
- Identifies own name on print
  - Understands how books work, e.g., top and bottom and front to back

(cont'd.)

## **106 Juneau Primary Reading Continuum (page 3 of 3)**

*Source:* Juneau, Alaska School District, 1992

### **Scale III: Attitudes/Behavior**

- |                    |   |
|--------------------|---|
| <b>Independent</b> | <ul style="list-style-type: none"><li>■ Chooses to read a variety of materials for a variety of purposes</li><li>■ Often chooses reading over other activities</li><li>■ Reads silently for extended periods of time</li><li>■ Recommends books to others</li></ul>   |
| <b>Expanding</b>   | <ul style="list-style-type: none"><li>■ Chooses appropriate books to read for pleasure</li><li>■ May choose books by author, topic, or specific information</li><li>■ Usually reads silently for an extended period of time, sometimes vocalizing when text is difficult</li><li>■ Reads lengthier material</li></ul> |
| <b>Developing</b>  | <ul style="list-style-type: none"><li>■ Selects books independently</li><li>■ Shows familiarity with titles and authors</li><li>■ Is beginning to read silently</li></ul>   |
| <b>Beginning</b>   | <ul style="list-style-type: none"><li>■ Is willing to read</li><li>■ Focuses on print, supported by pictures</li><li>■ Reading is vocal</li></ul>   |
| <b>Emergent</b>    | <ul style="list-style-type: none"><li>■ Shows curiosity about print in environment</li><li>■ Participates in the oral reading of familiar stories</li></ul>   |

## 107 Arizona Student Assessment Program Generic Reading Rubric

*Source:* Arizona Department of Education, *Scoring Form A Assessments: The Next Step*, 1994.

<b>Subject:</b>	Reading	<b># of scales:</b>	1
<b>Grade(s):</b>	3-12	<b>Scale length:</b>	5

### **Holistic Scale**

- 4** A 4 response is complex (see note below) and demonstrates a thorough understanding and interpretation of the text. There is considerable evidence of extension of the text, such as connection to other texts, experiences, abstractions and/or generalizations. There may be evidence of "reading like a writer"--attending to, evaluating or appreciating the author's perspectives and craft in creating the text. All elements of the question are addressed in the response.

**Note:** Complexity represents the degree to which a reader is able to construct a response integrating information from more than one source. Possible sources may include information from different places in the text, the reader's own personal experience or prior knowledge, and other texts and information sources.

- 3** A 3 response demonstrates an adequate understanding of the text. There is evidence of understanding of both the gist and specific parts of the text. It is not as complex (see note above) as a 4 response. It may include minimal extension, such as connections to other texts, experiences, abstractions and/or generalizations. All elements of the question are addressed in the response.
- 2** A 2 response demonstrates some, but limited, understanding of the text. There is some evidence for understanding of the gist an/or specific parts of the text. These responses may contain minimal elements of inaccurate, incomplete or unfocused comprehension. Few elements of the question are addressed in the response.
- 1** In a 1 response there may be some attention to minor details of the text, but there is little evidence of constructing meaning from the text. There are likely to be inaccurate, incomplete, irrelevant or incoherent statements. No elements of the question are addressed in the response.
- 0** Assign a 0 if the student has failed to attempt the question.

## 108 Rubric for Reader's Response (Retelling)

*Source:* Portland, Oregon Public Schools

<b>Subject:</b>	<i>Reading</i>	<b># of scales:</b>	1
<b>Grade(s):</b>	3-5	<b>Scale length:</b>	5

**Note:** This rubric may also be used as a listening rubric.

### **Holistic Scale**

- 4** The student uses details and sequence to summarize the selection. The student's retelling includes all major points or events and some relationships between them. The student gives a complete statement of the main idea. The student's prediction is consistent with the selection. The response shows an exceptional understanding of the selection. Depending on the selection, a description of the characters and the setting will add to the completeness of the retelling.
- 3** The student's retelling may include some details and most major points or events, sequencing them when appropriate. One major point or event is left out. The student gives a simple but acceptable statement of the main idea. The prediction is generally consistent with the selection. Depending on the selection, an incomplete description of the characters and the setting will be included in the retelling.
- 2** The student's retelling includes at least one major point or event but may focus on a detail or a part of the selection. Student's response does not show an understanding of sequence. The student gives a partial statement of the main idea. The student's prediction is inconsistent with the selection. Depending on the selection, a description of the characters or the setting is included in the retelling. One or the other may be incorrect.
- 1** The student gives an incomplete retelling that contains no major points or events. Details may be limited. Sequencing of events does not exist. The student's understanding of the main idea is incorrect or makes no sense. The student is unable to make a prediction based on the story. Depending on the selection, a description of the characters or the setting is not included or incorrect.
- 0** The student gives no answer or a statement to the effect that he/she does not know how to do the task.

## **109 Predictions About Characters and Events in a Story**

*Source:* Clark County School District, Las Vegas, Nevada

<b>Subject:</b>	<i>reading</i>	<b># of scales:</b>	<i>1</i>
<b>Grade(s):</b>	<i>2</i>	<b>Scale length:</b>	<i>4</i>

### **Holistic Scale**

- 3** Makes a reasonable prediction about character(s) and/or event(s). Uses some details to make the connection between the story and the inference.
- 2** Makes a prediction about character(s) and/or event(s). Uses few/no details to make the connection between the story and the inference. May use generalities to make the connection between the story and prediction made.
- 1** Fails to make prediction or makes a prediction which is illogical, irrelevant, or unsupported.
- 0** No attempt made to respond or response is inappropriate.

## **110 Draws Conclusions from Text**

**Source:** Clark County School District, Las Vegas, Nevada

<b>Subject:</b>	<i>Reading</i>	<b># of scales:</b>	1
<b>Grade(s):</b>	3	<b>Scale length:</b>	4

**Note:** This rubric may also be used as a listening rubric.

### **Holistic Scale**

- 3** Draws logical and relevant conclusion(s) and uses supporting details from the text.
- 2** Draws a conclusion, and uses a few supporting details from the text.
- 1** Fails to draw a conclusion, or conclusion is unsupported, illogical, or irrelevant.
- 0** No attempt made to respond.

## **111 Summarizes Main Characters, Main Events in Sequence, Setting**

*Source:* Clark County School District, Las Vegas, Nevada

<b>Subject:</b>	<i>Reading</i>	<b># of scales:</b>	1
<b>Grade(s):</b>	5	<b>Scale length:</b>	5

**Note:** This rubric may also be used as a listening rubric.

### **Holistic Scale**

- 4** Accurately and completely summarizes the main events in correct sequence, the main characters, and the setting.
- 3** Summarizes the main events, the main characters, and the setting (minor flaws).
- 2** Summarizes most of the events, most of the main characters, and the setting (major flaws).
- 1** Unable to adequately summarize events, most of the main characters, and the setting (major flaws).
- 0** No attempt made to respond, or response is inappropriate.

## **112 Makes Inferences About Characters and/or Events in a Story**

*Source:* Clark County School District, Las Vegas, Nevada

<b>Subject:</b>	<i>Reading</i>	<b># of scales:</b>	<i>1</i>
<b>Grade(s):</b>	<i>4</i>	<b>Scale length:</b>	<i>5</i>

**Note:** This rubric may also be used as a listening rubric.

### **Holistic Scale**

- 4** Makes logical and relevant inferences about character(s) and/or event(s). Details from the story support the inferences made.
- 3** Makes a general inference about character(s) and/or event(s) with some supporting details, or uses irrelevant details.
- 2** Makes a general inference about character(s) and/or event(s) with few/no supporting details, or uses irrelevant details.
- 1** Fails to make an inference, or makes an inference which is illogical or irrelevant.
- 0** No attempt made to respond, or response is inappropriate.



## **113 States Main Idea and Gives Supporting Details--Grade 2**

**Source:** Clark County School District, Las Vegas, Nevada

<b>Subject:</b>	<i>Reading</i>	<b># of scales:</b>	<i>1</i>
<b>Grade(s):</b>	<i>2</i>	<b>Scale length:</b>	<i>4</i>

**Note:** This rubric may also be used as a listening rubric.

### **Holistic Scale**

- |          |   |
|----------|---|
| <b>3</b> | Clearly identifies the main idea and uses many supporting details from the text. Must be in the student's own words.  |
| <b>2</b> | Generally identifies or implies the main idea, and uses some supporting details from the text. May copy from the text, but passages must be appropriate.        |
| <b>1</b> | Vaguely or incorrectly identifies the main idea; may contain only one or two supporting details from the text. May contain irrelevant or incorrect information. |
| <b>0</b> | No attempt made to respond, or response is inappropriate.   |

**Note:** This rubric was used with an informative (nonfiction) text, but it also could be used with a story.

## **114 States Main Idea and Gives Supporting Details--Grades 4 and 5**

**Source:** Clark County School District, Las Vegas, Nevada

<b>Subject:</b>	<i>Reading</i>	<b># of scales:</b>	<i>1</i>
<b>Grade(s):</b>	<i>4-5</i>	<b>Scale length:</b>	<i>5</i>

**Note:** This rubric may also be used as a listening rubric.

### **Holistic Scale**

- 4** Clearly and accurately identifies the main idea(s), and includes most of the relevant, supporting details. Response is written in the student's own words.
- 3** Identifies the main idea(s) correctly, and includes many supporting details. Response is written mostly in the student's own words. May contain minor inaccuracies.
- 2** Identifies the main idea(s), and includes some supporting details. Much of the response is copied directly from the text. May contain major inaccuracies.
- 1** Attempts to identify the main idea(s); however, the main idea may be stated incorrectly or may be missing. May contain few, incorrect, or irrelevant details.
- 0** No attempt is made to respond to the question, or the response is inappropriate.

**Note:** This rubric was used with an informative (nonfiction) text, but it could be used with fiction.

## 115 Upper Arlington Reading Assessment

*Source:* Upper Arlington, Ohio Public Schools

<b>Subject:</b>	<i>Reading</i>	<b># of scales:</b>	<i>1</i>
<b>Grade(s):</b>	<i>3-5</i>	<b>Scale length:</b>	<i>4</i>

### **Holistic Scale**

- 4**      Reaches out to challenging books within reach  
            Appreciates humor  
            Reads widely; knows authors, styles  
            Remembers books, characters, settings  
            Savors language  
            Reads aloud fluently and effortlessly  
            Summarizes and interprets story effectively  
            Raises unique questions
- 3**      Remembers books, characters and settings  
            Uses a variety of strategies to deal with difficult words  
            Shares information and feelings about stories spontaneously  
            Raises questions  
            Reads at varying rates depending on purpose and encouragement  
            Retells accurately but may not filter out irrelevant details  
            Recommends books to peers  
            Recognizes author's style
- 2**      Tends to choose short, easy, familiar books  
            Often needs encouragement to read  
            May ignore punctuation when reading aloud  
            May be distracted by irrelevant details  
            Shares feelings about stories with encouragement  
            Knows limited number of authors
- 1**      Depends heavily on phonetic cues  
            Lacks expression and fluency  
            Reads slowly orally and silently  
            Doesn't use context to attack unknown words  
            Reads word by word  
            Won't take risks  
            Does not comprehend main idea  
            Is easily distracted during reading time  
            Perceives reading as painful and time-consuming

**Note:** This rating is based on several components centered on a student interview, including a list of books the student has read, a discussion of one of those books with the student, having the student read aloud and asking the student about what he/she likes to read and whether the student views him/herself as a good reader.

## 116 Draft Multifaceted Reading Rubric (page 1 of 4)

Source: Unknown

<b>Subject:</b>	<i>Reading</i>	<b># of scales:</b>	<i>4</i>
<b>Grade(s):</b>	<i>not specified</i>	<b>Scale length:</b>	<i>5</i>

**Note:** Scale points 2 and 4 are not explicitly defined. A score of 2 would be assigned to work that exceeded criteria for a score of 1, but did not meet criteria for a score of 2. Similarly a score of 4 would be assigned to work that exceeded criteria for a score of 3, but did not meet criteria for a score of 5.

### **Scale I: Constructing Meaning**

- 5** Responses are complex and demonstrate a thorough understanding and interpretation of the text. The response:
- Shows evidence of comprehension on many levels (e.g., literal, inferential, evaluative).
  - Uses the reader's background knowledge and experience to enrich the understanding of the new text.
  - May display knowledge about the functions of print conventions in interpretations of text.
  - May display understanding of text structures and genres.
  - May demonstrate sensitivity to word meanings by focusing on specific words and elaborating or speculating about origins, nuances, or figurative meanings.
- 3** The response demonstrates an adequate understanding of the gist of the text. The response:
- Provides a solid summary of the text.
  - Tends to focus on literal understandings but may include some evidence of inferential or evaluative comprehension.
  - Shows little evidence that the reader has actively used background knowledge. Interpretations tend to be somewhat flat.
  - Seldom explores meanings of individual words, nuances of meaning or figurative meanings.
- 1** The response demonstrates little evidence of constructing meaning from the text. The response:
- Attends to minor details of the text, or may recopy verbatim passages.
  - Is likely to be inaccurate, incomplete, irrelevant, or incoherent.
  - May be sketchy, fragmented or may show a serious misunderstanding of the text.
  - Does not take into account the functions of print conventions and text structures or genres.

(cont'd.)

## **116 Draft Multifaceted Reading Rubric (page 2 of 4)**

*Source:* Unknown

### **Scale II: Connections Within Text**

- 5** The response reveals complex interpretations of the text by making connections among different parts of the text. The response:
- Shows rich, complex integration of understanding through ongoing, recurring interactions with the text.
  - May elaborate on or explain issues or contradictions within the text.
  - Shows understanding of the relationship of parts of the text to the integrity of the whole selection.
  - Shows evidence of "reading like a writer"--analyzing, evaluating, or appreciating the author's perspective and craft.
- 3** The response clarifies and explains the relationships of all the parts of the text; however, the ability to integrate all the parts into a complete whole may be lacking. The response:
- May include some retelling or summarizing which is more complete in some sections and may contain some inaccuracies or lack of coherence in other sections.
  - Does not attempt to clarify or explain inconsistencies within the text or within the interpretation. Contradictions are tolerated rather than explained.
- 1** The response may demonstrate some understanding of discrete parts of the text or may focus solely on a single aspect or section. The response:
- Focuses on isolated facts and does not connect text elements.
  - Lacks awareness of the author's style or craft as a unifying presence in the selection.
  - May present no information from the passage, or may briefly mention only the topic or some key words from an isolated section of the passage.

## **116 Draft Multifaceted Reading Rubric (page 3 of 4)**

*Source:* Unknown

### **Scale III: Extending Beyond Text**

- 5** The response demonstrates considerable evidence of extension beyond the text to other texts, experiences, abstractions and/or generalizations. The response:
- Draws on personal experiences to assist in clarifying and elaborating issues beyond text-bound concerns.
  - Shows precise and insightful connections to other texts, reflecting deeper understanding.
  - Draws conclusions about abstractions or generalizations which show a complex understanding of the text and an awareness of interactions beyond the text.
  - Reflects a strong personal involvement through comparison/contrast to other texts and experiences.
  - May contain expressions of curiosity, wonder or desire to learn more about something in or related to the text.
- 3** The response may demonstrate some personal connection to the text, but references are general rather than precise and often reflect the ordinary rather than the unique. The response:
- Personal involvement is somewhat superficial or occurs as an afterthought rather than an inherent part of the interaction with the text.
  - May express opinions, judgments or insights about the content of the text but does not extend these to abstract or general concepts.
  - May refer to other texts but may reflect the mundane and obvious.
- 1** The response does not make extensions to other texts, relevant personal experiences which extend understanding, or abstractions or generalizations. The response:
- Is typically text-bound and lacks extensions which foster deeper understanding.
  - May refer to personal experiences, but often is tangential rather than integral to the reading.
  - May reflect an attempt to tell about something read or viewed, not directly related to the passage.
  - May contain vague abstractions or generalizations or none at all.

(cont'd.)

# 116 *Draft Multifaceted Reading Rubric (page 4 of 4)*

Source: Unknown

## **Scale IV: Risk-Taking**

- 5 The response demonstrates evidence of behaviors such as questioning authorial authority, creating alternative interpretations, or discovering personal insights. The response:
- Reflects pride and confidence in reading ability; the reader appears "in charge" of own literacy.
  - May suggest more than one interpretation or develop an alternative interpretation, supported with relevant textual information.
  - May thoughtfully support or challenge author's assumptions, perspective, claims or style.
  - Expresses opinions, judgments and personal insights about the text.
  - May contain evidence of persistence with reading task and use of strategies to overcome obstacles or difficulties.
- 3 The response may exhibit some risk-taking but generally regards the author and the text as authoritative. The response:
- May attempt an alternative interpretation, but focuses more on arriving at the "right" interpretation.
  - May contain personal insights connected, more often, to prior knowledge rather than to newly discovered understanding.
  - May challenge author's knowledge, claims or style, but is tentative.
  - May reveal reading obstacles and difficulties, sometimes with a sense of the reader's frustration.
  - Expresses confidence about reading of "easy" passages.
- 1 The response reflects a safe, text-bound interpretation and does not take risks. The response:
- Generally accepts the writer's absolute authority.
  - Focuses on a single "correct" interpretation, often relying on verbatim phrases from the text.
  - Reveals reading difficulties and lacks evidence of strategies to overcome them.
  - Lacks personal insights or contains irrelevant ideas.
    - Lacks awareness of the author's voice.

## 117 Two-Way Immersion Reading Assessment Scale -- Kindergarten

**Source:** Title VII Developmental Bilingual Education Programs of the Los Angeles Unified School District, Los Angeles County Office of Education, ABC Unified School District, Long Beach Unified School District, Santa Monica-Malibu Unified School District. Adapted from the work of Barbara Flores, Elena Castro, and Erminda Garcia, ABC Unified School District

<b>Subject:</b>	<i>Reading</i>	<b># of scales:</b>	<i>1</i>
<b>Grade(s):</b>	<i>Kindergarten</i>	<b>Scale length:</b>	<i>6</i>

### Holistic Scale

- 6 Exceptional Reader. A confident and independent reader who chooses from a wide range of material and enjoys pursuing his/her own reading interests. Able to make predictions and draw inferences. Has control of a variety of reading strategies (context, picture clues, prior knowledge, word configuration, phonics) to derive meaning.
- 5 Strong Reader. Reads new and familiar stories with accuracy. Begins to self-correct if meaning is lost. Reads aloud or silently. Uses multiple strategies (context, picture clues, prior knowledge, word configuration, phonics) to derive meaning. Reads with expression. Chooses to read for pleasure.
- 4 Competent Reader. Reads word by word. Has command of most letters and sounds. Understands the sound-symbol relationship. Uses context, picture clues, phonics and other reading strategies to unlock new words. Consistently uses one-to-one correspondence. Begins to read familiar stories and predictable literature with accuracy. Begins to take risks as a reader. Independently chooses books for pleasure.
- 3 Developing Reader. Enjoys being read to. Makes the connection between oral language and written material. Reads patterned texts from memory. Pretend reads and retells familiar literature. Beginning to have one-to-one correspondence with words. Reads some words in isolation. Uses memory and pictures to gain meaning. Independently chooses books for pleasure.
- 2 Emergent Reader. Enjoys being read to. Participates in shared reading. Memorizes and repeats oral language patterns but does not yet connect to print. Knows some letters and is gaining awareness that letters have sounds. Understands book-sense (front to back, right side up, etc.) Independently chooses books for pleasure.
- 1 Pre-Reader. Enjoys being read to. Looks at pictures in books but does not yet make the connection to print. Watches and listens during shared reading rather than participates. Limited knowledge of letters and sounds. Inexperienced book-sense (front to back, right side up, etc.). Exhibits limited attention span.

**Note:** Ratings for LEP students may be made in both English and home language.



## 118 Two-Way Immersion Reading Assessment Scale -- Grades 1-2

**Source:** Title VII Developmental Bilingual Education Programs of the Los Angeles Unified School District, Los Angeles County Office of Education, ABC Unified School District, Long Beach Unified School District, Santa Monica-Malibu Unified School District. Adapted from the work of Barbara Flores, Elena Castro, and Erminda Garcia, ABC Unified School District

<b>Subject:</b>	<i>Reading</i>	<b># of scales:</b>	<i>1</i>
<b>Grade(s):</b>	<i>1-2</i>	<b>Scale length:</b>	<i>6</i>

### **Holistic Scale**

- 6 **Exceptional Reader.** A confident and independent reader who chooses from a wide range of material and enjoys pursuing his/her own reading interests. Able to make predictions and draw inferences without teacher support. Connects many concepts to situations in his/her own life. Has control of a variety of reading strategies (context, picture clues, prior knowledge, word configuration, phonics) to derive meaning.
- 5 **Strong Reader.** A capable, motivated reader who approaches familiar material with confidence, but still needs help with unfamiliar materials. May connect some concepts to situations in his/her own life. Beginning to make predictions and draw inferences from books and stories. Uses multiple strategies (context, picture clues, prior knowledge, word configuration, phonics) to derive meaning.
- 4 **Competent Reader.** Beginning to read independently and is making meaning from the printed material. Makes predictions and connections to real life situations with teacher guidance. Uses some strategies to derive meaning.
- 3 **Developing Reader.** Has increasing confidence in reading familiar and predictable material independently. Has growing ability to use a variety of strategies to gain meaning from the material. Understands the sound/symbol relationship.
- 2 **Emergent Reader.** Enjoys being read to and participates in shared reading. Sometimes memorizes and repeats oral language patterns. Begins to make the connection between letters and words. Independently chooses books for pleasure.
- 1 **Pre-Reader.** Enjoys being read to. Looks at pictures in books but does not yet make the connection to print. Watches and listens during shared reading rather than participates. Limited knowledge of letters and sounds. Has limited experience as a reader. Prior schooling may have been limited or interrupted.

**Note:** Ratings for LEP students may be made in both English and home language.

## 119 Two-Way Immersion Reading Assessment Scale -- Grades 3-6

**Source:** Title VII Developmental Bilingual Education Programs of the Los Angeles Unified School District, Los Angeles County Office of Education, ABC Unified School District, Long Beach Unified School District, Santa Monica-Malibu Unified School District. Adapted from the work of Barbara Flores, Elena Castro, and Erminda Garcia, ABC Unified School District

<b>Subject:</b>	<i>Reading</i>	<b># of scales:</b>	1
<b>Grade(s):</b>	3-6	<b>Scale length:</b>	6

### Holistic Scale

- 6 Exceptional Reader. An enthusiastic and reflective reader who enjoys pursuing own reading interests independently, is capable of reading in all content areas, can read a wide range and variety of materials including advanced materials, able to evaluate evidence drawn from a variety of sources. Is developing critical awareness as a reader. Has control of a variety of reading strategies (context, picture clues, prior knowledge, word configuration, phonics) to derive meaning.
- 5 Strong Reader. A self-motivated, confident reader who pursues own interests through reading. Capable of reading in all content areas and of locating and drawing on a variety of resources to research a topic independently. Uses multiple strategies (context, picture clues, prior knowledge, word configuration, phonics) to derive meaning. Begins to make predictions and draw inferences from books and stories read independently.
- 4 Competent Reader. A reader who feels comfortable with books. Is generally able to read silently and is developing confidence as a reader. Selects books independently, but still needs help with unfamiliar material. Uses some strategies to derive meaning.
- 3 Developing Reader. Is developing fluency as a reader and reads some books with confidence. Usually most comfortable with reading short books with simple narrative and/or with pictures. Relies on re-reading favorite or familiar books. Needs help with reading in the content areas, especially using reference and information books. Has growing ability to use a variety of strategies to derive meaning.
- 2 Emergent Reader. Chooses to read very easy and familiar material. Has difficulty with unfamiliar material, yet is usually able to read own writing. Gaining awareness of letters and their sounds. Needs a great deal of support with reading in all content areas. Beginning to use one or more strategies when reading. Enjoys being read to and participates in shared reading.
- 1 Pre-Reader. Enjoys being read to. Looks at pictures in books but does not yet make the connection to print. Watches and listens during shared reading rather than participates. Limited knowledge of letters and sounds. Has limited experience as a reader. Prior schooling may have been limited or interrupted.

**Note:** Ratings for LEP students may be made in both English and home language.

## **120 Draft Response to Literature Rubric**

*Source:* Staff of Ogden Elementary School, Chicago, Illinois

<b>Subject:</b>	<i>Reading</i>	<b># of scales:</b>	<i>1</i>
<b>Grade(s):</b>	<i>2</i>	<b>Scale length:</b>	<i>5</i>

### **Holistic Scale**

- 4**      Response shows exceptional understanding of selection.  
Prediction consistent with selection.  
Retelling includes all major events.  
Uses important details in sequence to summarize.  
Complete statement of main idea.  
Description of characters and main setting accurate.  
States problem or conflict clearly.
- 3**      Response shows good understanding of selection.  
Prediction is generally consistent with selection.  
Retelling includes major events.  
Uses some details in sequence to summarize.  
Simple statement of main idea.  
Description of character and setting mostly complete.  
Statement of conflict or problem is vague.
- 2**      Response shows partial understanding of selection.  
Prediction inconsistent with selection.  
Retelling includes at least one major event.  
May focus on one detail or part of selection.  
Does not show understanding of sequence.  
Partial statement of main idea.  
Description of character or setting is incorrect.
- 1**      Response does not indicate understanding of selection.  
No predictions consistent with selection.  
Retelling incomplete with no major events.  
Details limited in summary and not in sequence.  
No statement of main idea or statement makes no sense.  
Description of characters and setting incorrect or not included.
- 0**      No answer.

## 121 Kentucky Holistic Scoring Rubric for Reading

Source: Kentucky Department of Education

<b>Subject:</b>	<i>Reading</i>	<b># of scales:</b>	<i>1</i>
<b>Grade(s):</b>	<i>12</i>	<b>Scale length:</b>	<i>4</i>

### **Holistic Scale**

- 4**
- The student addresses all important aspects of the question.
  - The response demonstrates in depth understanding of the importance of the passage.
  - Where appropriate, the student relates the information in the passage to his or her prior knowledge in a relevant manner.
  - Where appropriate, the student offers insightful interpretations, evaluation, or extensions (generalizations, applications, analogies).
- 3**
- The student addresses most important aspects of the question.
  - The student demonstrates understanding of important information in the passage even though some less important idea or details may be overlooked or misunderstood.
- 2**
- The student addresses some aspects of the question.
  - The student understands some important information from the passage, but gaps in her or his understanding are evident.
- 1**
- The student's response is either totally irrelevant or totally wrong.
- NR**
- The student makes no response to the question.

## 122 Oral Reading Performance

*Source:* Airasian, Peter W., *Classroom Assessment*, New York: McGraw-Hill, 1991, p. 295.

<b>Subject:</b>	<i>Reading</i>	<b># of scales:</b>	<i>1</i>
<b>Grade(s):</b>	<i>Not specified</i>	<b>Scale length:</b>	<i>3</i>

### Holistic Scale

- Excellent**      Groups words logically when reading aloud.  
Changes voice tone to emphasize important content.  
Alters voice and pace in accordance with text punctuation.  
Can be heard by all in audience.  
Enunciates each word clearly.
- Average**      Usually groups words in a logical manner.  
Uneven emphasis given to important content.  
Tone and pace follow text punctuation fairly well.  
Loudness of voice varies.  
Mispronounces some words.
- Poor**      Reads word by word with no logical grouping.  
Speaks in a monotone, with little change in pace or voice inflection.  
Speaks too softly to be heard by all in audience.  
Slurs and mumbles words.

**Subject:** *reading*

**Grade(s):** *not specified*

**# of scales:** *1*

**Scale length:** *3*